CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Concepts

In learning a second language the students as the learner produce many errors misformation of foreign language. The word error is commonly used when the students give the wrong answer or response. Error may occur in all components of language such as grammar. The learners sometimes do not realize that they make mistake because of ignorance of the grammar.

2.2 Description of Error Analysis

We often hear that people make a lot of mistakes in their past time and eventually be successful in the future. It may be occurred in learning a language or a target language. The definition of error can be seen through the classification of errors. The classification is very important to explain the errors in error analysis.

Richards (1985: 96) says that errors result from incomplete learning and knowledge of learners about target language system.

Norrish (1983: 7) says that error is systematic deviation from the accepted system of the target language. Mistake is non-systematic deviation from the accepted system of a language being learned and it usually due to human limitation such as tiredness, nervousness, and fatigue. It means that errors may occur because of human factor in mastering the target language such as the limitation of memory, psychological problem and do not understand about the material of subject. In another side, the learners never recognize their errors or they never know that they have made errors.
Learning sometimes needs a process in which the success will come by profiting from their errors. From those opinions above, it can be concluded that error is a deviation that is made by the learners because they do not understand the rules of the second language and cannot be corrected by themselves while they are learning.

While the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goals of second language learning is the attainment of communicative fluency in a language. Error analysis is used to analyze and classify the learners’ error from which the learners learning problem can be inferred.

Brown (2000: 218) says that the errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis.

Corder (1981: 23) says that error analysis is the study analysis of the errors made by the second of foreign language learners to the predict the errors or the difficulties in learning foreign language. Error analysis may be carried out in order to:

1) Find out how well someone learns a language.
2) Find out how well someone knows language, and
3) Obtain information on common difficulties in language learning.

Thus, error analysis is the study and the analysis of the errors made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

2.2.1 Types of Error

According to Dulay, Burt, and Krashen in James’ book (1998: 106) errors can be classified into four types, they are:

1. Errors of omission
It is a sentence where an element is omitted, actually it should be presented.

Exemple : I not go to school by bus everyday
It should be : I do not go to school by bus everyday

2. Errors of addition

It is a phenomenon in which a certain aspect of language rules is added into a correct order (correct sentence), in other words some elements are presented which should not be presented.

Example : We do study English three times in a week
It should be : We study English three times in a week

3. Misformation

Misformation is the error of using one grammatical form in the place of another grammatical form.

Example : I doesn’t know him
It should be : I don’t know him

4. Misordering

It is a sentence which its order is incorrect. The sentence can be right in presented elements, but wrongly sequenced.

Example : She not does come early to school
It should be : She doesn’t come early to school

2.2.2 The Cause of Error

Brown (2000: 224) says that the cause of errors can be divided into 2 categories, they are:

(1) Interlingual errors, that is error caused by interference of the learner’s mother tongue. A different class of error is represented by sentences
Intralingual errors, that is cause of errors resulting from complicated system of the target language it self.

Richards (1985: 47) says that the intralingual errors are devided into 4 terms, they are:

1. Over-generalization

Over-generalization happens when a learner uses a certain structure that is over-generalized in the target language. It is caused the learners’ basic experience of certain structure. Generally, overgeneralization is the creation of one deviant structure in place of two regular structure, for example: “She can sings”. In this case, there is an over form of a structure verb “sing” becomes “sings”. It should be “She can sing”. Because “she” usually use verb + s. For example: She sings.

2. Ignore of rule restriction

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

Example : the baby crying was
It should be : the baby was crying

3. Incomplete application of rules

Incomplete application of rules means errors are due to the occurence of structures whose deviancy represents the degree of development of rules required to produce acceptable utterence. The learners fail to produce a correct sentence according to the standards rules.

Example : You student
It should be : You are student

4. False Concepts Hypothesized

False concepts hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.

Example : she is not go to school yesterday
It should be: she did not go to school yesterday

2.3 English Tenses

In this thesis, the writer will talk about the understanding of the tenses that the English language has. Edward (2001: 520) says that tense is a form of a verb that shows the time of an action or condition. If someone wants to talk about tense, he or she may not escape from grammar because tense is part of structure. Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning.

As it has been mentioned above that tense is time. English language has sixteen different tenses. These sixteen tenses are different to one another. The differences happened in the forms of the used verbs and the time of verbs action take places. In other words, we may say that an English verb will be very important to its usages.

2.3.1 Simple Past Tense

Thompson (1986: 162) says that simple past tense is used for an action whose time is not given but which occupied a period of time now interminated, or occurred at a moment in a period of time now interminated.

Azar (1989: 24) describes that the simple past tense indicates that an activity or situation began and ended at a particular time in the past.

FORM

S+ [VERB+ed] or irregular verbs

Examples:

- You called Debbie.
- Did you call Debbie?
- You did not call Debbie.

Complete List of Simple Past Forms

USE 1 Completed Action in the Past
Use the Simple Past to express the idea that an action started and finished at a specific
time in the past. Sometimes, the speaker may not actually mention the specific time, but they
do have one specific time in mind.

Examples:

- I saw a movie yesterday.
- I didn't see a play yesterday.
- Last year, I traveled to Japan.
- Last year, I didn't travel to Korea.
- Did you have dinner last night?
- She washed her car.
- He didn't wash his car.

USE 2 A Series of Completed Actions

We use the Simple Past to list a series of completed actions in the past. These actions happen
1st, 2nd, 3rd, 4th, and so on.

Examples:

- I finished work, walked to the beach, and found a nice place to swim.
- He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others
  at 10:00.
- Did you add flour, pour in the milk, and then add the eggs?

USE 3 Duration in Past
The Simple Past can be used with a duration which starts and stops in the past. A
duration is a longer action often indicated by expressions such as: for two years, for five
minutes, all day, all year, etc.

Examples:

- I **lived** in Brazil for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- We **talked** on the phone for thirty minutes.

**USE 4 Habits in the Past**

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<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
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The Simple Past can also be used to describe a habit which stopped in the past. It can
have the same meaning as "used to." To make it clear that we are talking about a habit, we
often add expressions such as: always, often, usually, never, when I was a child, when I was
younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did** you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- They never **went** to school, they always **skipped** class.

**USE 5 Past Facts or Generalizations**

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<th>Present</th>
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The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- In She was shy as a child, but now she is very outgoing.
- He didn't like tomatoes before.
- Did you live in Texas when you were a kid?
- People paid much more to make cell phone calls in the past.

2.3.2 Past Continuous Tense

Thompson (1986: 163) says that past continuous tense is chiefly used for past actions which continued for some time but whose exact limits are not known and are not important.

Azar (1989: 24) describes that past continuous tense is both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred. Sometimes the past continuous is used in both parts of a sentence when two actions are in progress simultaneously.

We usually use the past continuous to talk about activities that lasted for some time in the past. The actions can be interruped by something or can be happening at the same time.

USE 1: Duration in the past

We use the Past Continuous to talk about actions or situations that lasted for some time in the past, and whose duration time is unknown or unimportant.

Examples:

- I was watching TV yesterday in the evening.
- She was sleeping on the couch.
- The dog was barking.
USE 2: Interrupted actions in progress

The Past Continuous is often used when one action in progress is interrupted by another action in the past. We usually use when or while to link these two sentences.

<table>
<thead>
<tr>
<th>Sentence in Past Continuous</th>
<th>WHEN</th>
<th>Sentence in Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. I was singing</td>
<td></td>
<td>e.g. my wife came home</td>
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</tbody>
</table>

<table>
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<th>WHEN/WHILE</th>
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Examples:

- I was talking with James when the telephone rang.
- While Angelica was playing tennis, the plane crashed.
- When Bob was painting windows, it started raining.

USE 3: Actions in progress at the same time

We also use this tense to talk about two or more activities happening at the same time.

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<th>Sentence in Past Continuous</th>
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<td></td>
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</table>

Examples:

- I was watching TV and Barbara was reading a book.
- While Barbara was reading a book was eating the dinner and talking.
- The family was eating the dinner and talking.
• When Bob was painting windows, Mary was working in the kitchen.

USE 4: Timid / polite questions

If we want to ask a polite question, we can use the Past Continuous.

Examples:
  • I was wondering if you could open the window.
  • I was thinking you might help me with this problem.

Even though the sentences have a past continuous form, they refer to the present moment.

Their meaning is similar to the "could you" sentences, but they are more polite.

USE 5: Irritation

Remember that you can also express irritation over somebody or something in the past.

Examples:

She was always coming late for dinner!

Form

To form a sentence in the Past Continuous, you need:

1. The proper conjugation of the auxiliary verb "to be" in the past form
2. The Present Participle of your verb (verb + ing)

1. Auxiliary verb "to be"

The past form of the auxiliary verb "to be" is:

1. For the first and third person singular: "was"
2. For all others: "were"

Examples:

• She was always coming late for dinner!
• You were always coming late for dinner!
2. The Present Participle

The present participle is a verb form that appears with the present tenses.

The present participle is formed by adding -ing to the verb.

- talk + ing = talking
- be + ing = being

There are exceptions.

Positive Sentences

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Verb + ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. I/a dog etc.</td>
<td>was / were</td>
<td>e.g. swimming/talking etc.</td>
</tr>
</tbody>
</table>

Examples:
- At 3 p.m., I was having lunch.
- They were talking about her when she walked into the room.
- While Kenneth was cleaning the living room, Sam was washing the dishes.
- We were all thinking about our holidays.

Questions

<table>
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<tr>
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<th>Subject</th>
<th>Verb + ing</th>
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<tbody>
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<td>e.g. swimming/talking etc.</td>
</tr>
</tbody>
</table>

Examples:
- Was she going to the theater when it started raining?
- What were the defenders doing when Kenneth struck the ball?
- Were you painting your house yesterday at 5 p.m.?
- Was Mary shopping when the mall was burning?
Negative Sentences

<table>
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<tbody>
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<td>e.g. I/a dog etc.</td>
<td>was not / were not</td>
<td>e.g. swimming/talking etc.</td>
</tr>
</tbody>
</table>

Examples:

- He asked me why I wasn’t having dinner at the hotel.
- We weren’t playing football when the earthquake began.

### 2.2.3 Past Perfect Tense

Thompson (1986: 175) says that past perfect tense can be used similarly for an action which began before the time of speaking in the past, and was still continuing at that time, stopped at that time or just before it. But note that the past perfect can also be used for an action which stopped sometime before the time of speaking.

Azar (1989: 39) describes that past perfect tense expresses an activity that was completed before another activity or time in the past.

This tense is also used in reported speech, third conditional sentences, or to show dissatisfaction with the past.

**Use**

1. Completed action before another action in the past
2. Third conditional sentences
3. Reported speech
4. Dissatisfaction with the past

**USE 1:** A completed action before another action in the past

The first use of this tense is to emphasize that one action in the past happened before another action in the past.
Examples:

- I had finished my homework before I went playing football.
- John had never been to London before we went there last year.

USE 2: Third conditional

Use the Past Perfect with third conditional sentences.

Examples:

- If we had gone by taxi, we wouldn't have been late.
- If Mary had studied harder, she would have passed the exam.

USE 3: Reported speech

Use the Past Perfect with sentences in reported speech.

Examples:

- Mary said she had already seen this film.
- He asked if I had read *Harry Potter*.

USE 4: Dissatisfaction with the Past

We often use the Past Perfect to show our dissatisfaction with the past. Such sentences typically start with "I wish ..." or "If only ...".

Examples:

- I wish I had taken more food. I'm hungry now.
- If only I had taken more food. I'm hungry now.

The Past Perfect is also used with expressions such as: "as if/though":

- John looked as if he had done something terrible.
- She looked as though she hadn't slept all night.

Form

To form a sentence in the Past Perfect, what you need is:

1. The proper conjugation of the auxiliary verb "to have" in the past form.
2. The **Past Participle** of your verb.

1. Auxiliary verb "to have"

The past form of the auxiliary verb "to have" is "had":

- Mary **had** finished her homework before Mike came home.

2. The Past Participle

The **past participle** of a verb is a verb form that appears with the **perfect tenses**. The past participle can be either **regular** or **irregular**.

The regular verbs are formed by adding **-ed** to the verb:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain</td>
<td>explained</td>
</tr>
<tr>
<td>play</td>
<td>played</td>
</tr>
<tr>
<td>talk</td>
<td>talked</td>
</tr>
<tr>
<td>walk</td>
<td>walked</td>
</tr>
<tr>
<td>use</td>
<td>used</td>
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</tbody>
</table>

The formation of the irregular verbs doesn’t follow one rule. Therefore they should be memorized.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>eaten</td>
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<tr>
<td>go</td>
<td>gone</td>
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<tr>
<td>see</td>
<td>seen</td>
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<tr>
<td>sell</td>
<td>sold</td>
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<tr>
<td>wear</td>
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Positive Sentences

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Examples:

- Before I went to the park, I had finished my work.
- If he had made the right choice, he wouldn't be unhappy now.
- Mary said she had already seen this movie before.
- I wish I had had enough courage to kiss her!

Questions

<table>
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<tr>
<th>Auxiliary verb</th>
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<td>Had</td>
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<td>e.g. eaten/given/gone etc.</td>
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Example:

- Had she eaten the dinner before she went to the cinema?

Negative Sentences

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<td>had not</td>
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Examples:

- I had not seen this movie, before we went to the cinema yesterday to see it.
- If he hadn't made the mistake, he would be happy now.
- Mary said she had not visited for a long time.
- I wish I hadn't done it!
2.3 Explanation of Narrative Text

Knapp and Watkins (2005: 29) say that a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.

Reading a narrative text help we to read dealing with problematic events which lead to a crisis or turning point, which in turn find a resolution. Smalley and Ruetten (1986:24) say that narration usually refers to telling of a story, the term is used to described the relating of an experience. That experience may be in the past (past narration), or it may be a typical experience (what people usually do), or it may be going on now (present narration).